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WHO SHOULD BE A TEACHER ?

By

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Introduction : Why this question :

This question might perhaps look superfluous in the first instance. It is necessary, however, to discuss this question at a time when candidates are admitting themselves into Training Institutions, some with enthusiasm, some with reluctance, and some in despair having nothing else or better to do. It may be profitable to them if they are told, at the very outset, what is expected of them and what they should essentially possess towards becoming happy and successful teachers. Such a knowledge may give added strength and courage to some as they enter the profession of teaching. To those who are reluctant and disheartened, such a discussion might perhaps give them a high standard for achievement, something further to strive for. It may even help a few others to seek some other profession which they may like. The objective is that the teaching profession should receive recruits of the right type. Cases of round pegs in square holes should be avoided. Who should be a teacher ?

Need for Basic Qualities in Teachers :

It is said frequently that a teacher is *born*, not *made*. Bernard Shaw said : " He who can, does ; he who cannot, *teaches*." It was Oscar Wilde who observed that those who are incapable of learning have taken to teaching. These statements are not always true and cannot therefore be taken for granted. They perhaps express a few ideas which may be accepted only with a grain of salt. Indeed teachers can be *made*. Several years of experience have made quite successful and efficient teachers. Several unwilling, nervous graduates have become smart teachers after nine months training. Therefore, there is need for training and experience in teaching. Mark Twain said : " Training is everything. The peach was once a bitter almond ; cauliflower is but cabbage with a college education ". This does not mean, however, that training and experience can make a good teacher out of anybody. Apart from training, there should be some basic qualities in the person concerned to make him an efficient teacher. These qualities, if possessed by him, may profitably help him to undertake training enthusiastically and become effective when he becomes a teacher. Whether a teacher is born or made, some basic qualities should be possesesd by him if he is to be sincere, good and honest in the profession.

The Teacher, A Corner-stone :

One might possibly ask: "*Why should a teacher possess certain basic qualities? Cannot anybody teach?*" *But I say: "Why don't you ask such questions to the engineer, the doctor and the architect?"* The teaching profession is as good as any other profession, and more sacred. As such, we should insist upon certain basic qualities in teachers. Teachers handle the children and youth, of our land, not the animals or the sick. They help to unfold the human blossoms in our homes. It was Henry Adams who said: "A parent gives life but as parent gives no more; a murderer takes life but his deed stops there; *a teacher affects eternity; he can never tell where his influence stops.*" The teacher is the corner-stone of the educational structure. He is the most essential equipment, the most influential factor. Everything in the educational structure is nothing unless it is vitalised by the teacher. But the teacher does not stop with the educational structure. A. R. Brubacker says:—

> "The forward movements in human welfare become possible only from correct teaching. Civilization advances in accordance with the quality of teaching service. The influence of the great teacher extends through many generations, doing high service beyond the limits of his natural life. It transcends geographical and national boundaries. Witness *Socrates* and *Jesus*."[1]

Hence it is that the teacher should possess some basic qualities if he is to be happy, efficient and successful. Says Mrs. Choksi in this connection:—

> "The teacher we need in India today could he (or she) be very different from the teacher we need anywhere at any time? Undoubtedly he may need to possess *the basic qualities of a teacher* to a high degree; for we are rushing and are forced by the march of events to rush, the pace of our development in all matters, political, economic, social, educational."[2]

Faith in the worth of teaching :

The first basic quality of a teacher is that he should have faith and belief in the importance of teaching as a profession. One who is convinced of the worth of teaching in India to-day alone is fit to be a teacher. Half-hearted and faithless teachers with no honest desire to teach do not deserve to be teachers. They only create and spread inefficiency, disorder, indiscipline and dissatisfaction in the profession. Such a situation will not improve the status of the teaching profession, much less improve educational standards. The teacher should realise that he is not just a *school-master,* but a *life-master* in India. Teaching is the noblest of professions. What a pity if he has no faith in the worth of teaching, as a life master, controlling the destiny of so many young souls! To those who are entering the teaching profession, I, therefore, give this foremost advice: "*Have Faith!*" It was Abraham Lincoln who said: "Let us have faith that right makes might; and in that faith let us, to the end, dare to do our *duty* as we understand it." The Commission on Teacher Education of the American Council on Education stresses this point duly:—

> "There remains one quality so essential to good teaching and so broad in its bearings that it has been reserved for concluding treatment. That quality is a profound conviction of the worth of a teacher's work. For this to exist, the individual must have a sense of the greatness of his profession—of its significance for society, of its power to benefit boys and girls. He must have no doubt that skilful teaching is essential to the preservation and improvement of our culture, to

1 Brubacker A.R.: "Plain Talks to Teacherrs":—*The Path of Learning,* p. 451.
2 Choksi: *The Teacher we need in India To-day*: *The Education Quarterly,* March 1956, p. 40.

the strengthening and enlightenment of every citizen."[3]

The Secondary Education Commission also calls for such a new outlook in teachers :—

"Teachers must develop a new orientation towards their work. They will not look upon their work as an unpalatable means of earning a scanty living but as an avenue through which they are rendering significant social service as well as finding some measures of self-fulfilment and self-expression."[4]

Love and affection for children

The second basic quality, which, I consider, is essential in the individual entering the teaching profession, is love and affection for children and youth. This is something like ink for the pen or petrol for the car. In the life of Pestalozzi one has a striking example of the influence of a great purpose and the results of a great love for children. Teachers, devoid of love for children, are only exhibiting their hypocrisy and dishonesty as teachers. Such people cannot be friends, guides and philosophers. It has been pointed out that there are four kinds of teachers—the teacher who is not remembered at all, the teacher who is remembered and forgiven, the teacher who is remembered and hated, and fourthly the teacher who is remembered and loved.[5] If the teacher desires to come under the fourth category, he should have affection for children. He should understand Child Psychology. Teachers should be friendly, just, sympathetic and take cognizance of the needs, interests and abilities of pupils. They should recognize that children are individually different with different tastes, attitudes and forms of behaviour. The good teacher should treat his pupil as a human being with dignity and worth and show respect for his personality. In short, he should develop good human relations—the ability to get along with pupils,, teachers, administrators and parents. The Secondary Education Commission puts it nicely :—

"No school can develop into an educative community capable of releasing the student's creative capacities, if the teachers maintain a stiff, forbidding attitude towards their pupils and try to maintain their authority through various kinds of punishment, whilst the pupils on their part stand in awe of them and are not prepared to share their problems and difficulties with them. That is an unnatural relationship which brings out the worst in both parties. It is only a false but dangerous conception of prestige which builds up a wall between teachers and students. It is usually the weak and the diffident or the temperamentally handicapped teacher who takes refuge behind that kind of artificial prestige. The good teacher in our reorganised school will endeavour to win *the love and confidence of his children* and establish his prestige on sincerity, integrity, hard work and a sympathetic handling of their problems."[6]

Good Character

The third basic quality for a teacher is good character and integrity. This is essential, more than anything else, because the teacher deals with young human beings. The doctor's mistake can be buried but not the teacher's. The teacher is concerned with the future of pupils. He should be an example and a model. Pupils imitate his likes and dislikes, consciously and unconsciously. He should therefore, possess strong moral character and discipline. When wealth is lost, nothing is lost, when health is lost,

[3] Commission on Teacher Education: *Teachers for our Times*, page 172.
[4] Ministry of Education: *A New Deal for Secondary Education*, p. 38.
[5] Samuel Mathai: *The teacher we need in India To-day, op. cit.*, p. 50.
[6] Ministry of Education, *op. cit.*, p. 38.

something is lost, but when character is lost, all is lost. A teacher with character is singled out and respected. Conduct, said Mathew Arnold, is three-fourths life. It is indeed God's Currency and is never subject to depreciation. The great hope of society, according to Channing, is individual character.

Inasmuch as teachers have to train good character and conduct in their pupils, they themselves should necessarily possess good character. The cause for much of the indiscipline, low moral standards and bad manners in pupils today may perhaps have to be looked for in the character and behaviour of teachers and others concerned in education. The new teacher must judge for himself if he has good character.

Good Personality

Another characteristic essentially required in good teachers is a *personality*—pleasing, good and well rounded. Personality represents the assemblage of all the traits which differentiate one from another individual. This " total quality " of personality in a teacher should be pleasing and wholesome. A correlation of .78 has been found in a study made of the relation between teaching ability and personality factors by using the *Wilke Personality Rating Scale.*[7] The late President Eliot of Harvard once said, " The supreme value of a teacher lies not in the regular performance of routine duties but in his power to lead and inspire his students through the influence of his own mental and moral personality and example." [8] The teacher should therefore possess a personality which will be conducive and helpful to good teaching. A cheerful and happy temper, patience and self-control, sociability, not introversion, confidence, humour, vitality to work hard, enthusiasm, adaptability, alertness—these are qualities which make a good personality so essential for the teacher.

The physical personality of the teacher should be on a high level. Teachers with physical defects cannot do full justice to the job. Teaching is not the profession for the lame, the blind and the deaf. The teacher must have good eyes if he is to maintain discipline and observe the obscure corners. If the blind leads the blind, both will fall into the ditch! The teacher's ears should be sharp enough to hear whispers from the back benches. His voice should be gentle and pleasing, not feminine, squeaky or harsh. The teacher's personal cleanliness should be above comment. He should, if he is to be successful, wear neat clothes, not untidy or gaudy ones. No over-dressing will also help the teacher. His manner and his tone of speech should be pleasing. Above all, the health of a teacher should be goood. An unhealthy individual should be wise enough not to enter this profession of teaching. Several other traits of the teacher depend upon the state of the teacher's health—both mental and physical. Adequate attention to physical exercise is necessary, because all work and no play makes Jack a dull boy. Bossing says :

> " No teacher can attain his maximum effectiveness when harbouring poor health. A sound rugged physical organism is basic to a dynamic wholesome personality. Vigor and vitality bring optimism, enthusiasm, poise, alertness, and that contagion of spirit so essential to good teaching."[9]

Mastery over Subject-matter

A teacher should have mastery over the subject-matter he teaches. It is foolish to say : " He teaches best who knows nothing ". The teacher needs knowledge. He must know the subject and must read even beyond it. It is a good idea " to know something of everything and everything of some-

[7] Shoey, Andrey, M.: " The Reliability of the Wilke Personality Rating Scale ", *Journal of Educational Psychology*, September, 1943.

[8] Quoted in Bossing, Nelson L.: *Teaching in Secondary Schools*, p. 520.

[9] Bossing, Nelson L.; *op. cit.*, p. 530.

thing". Knowledge is often said to be power. The application of knowledge is real power. The teacher should acquire knowledge of other subjects also by reading books and papers regularly and by listening to lectures. He should have full professional knowedge. Sri K. G. Sayidain, Secretary, Ministry of Education, Government of India, says in this connection :—

> "He need not be a scholar but he should know his "subjects" well enough to be able to present them in an interesting and stimulating manner. If his knowledge is thin and superficial and while giving his lessons, he is living as it were on the margin of subsistence, he will not succeed in arousing the curiosity of his pupils. He should therefor continue to do some significant reading and not behave as if knowledge were static and he had nothing further to learn."[10]

The teacher should always be a learner. He should always go through a process of *In-Service Education.*[11] He should represent a running stream, not a stagnant pool. "*A lamp can never light another lamp*", said Tagore "*unless it continues to burn its own flame. A teacher can never truly teach unless he is still learning in himself*". No longer, in this developing society, can the teacher be a static back-number. He should keep up-to-date in academic and professional knowledge, skills and interests. An individual who has such a temperament and freshness of mind alone need consider entering the portals of this profession.

Some other qualities

Several other qualities can still be mentioned as being basic for a good teacher. Powers of narration and description, ability to do hard work and preparation, intelligence, a philosophy of life, community-mindedness and leadership, interest in extra-curricular activities—these are some other qualities which are expected in teachers. Several studies have also been made as to what are the traits that make for teacher's success and effectiveness.

The Commission on Teacher Education of the American Council on Education in an extensive study of the qualities of the good teacher listed the following :[12]

(1) respect for personality,

(2) community-mindedness,

(3) rational behaviour and emotional sure footedness,

(4) creative power,

(5) skill in co-operation,

(6) increasing knowledge, breadth and integration of scholarship,

(7) skill in mediating knowledge,

(8) friendliness with children,

(9) social understanding and behaviour,

(10) effective citizenship in the school,

(11) skill in evaluation, and

(12) faith in the worth of teaching.

Pupils, too, have, in many studies, been asked to state the qualities of good teachers. Indeed one should value very much such pupil rating of teachers. One such study was made by Witty in 1950. Paul Witty of Northwestern University after reading 90,000 letters from pupils in 5 years, for the *Quiz Kids "Best-Teacher" Contest* describes the ideal teacher as having the follow-

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[10] Saiyidain K.G.: *The Teacher we need in India to-day; op. cit.,* p. 54.

[11] For a detailed discussion of this subject see the book *In-Service Teacher Education* by Dr. H. S. S. Lawrence, Published by *Ministry of Education, Government of India.*

[12] Commission on Teacher Education: *The Improvement of Teacher Education,* p. 37.

ing traits in descending order of mention :—

(1) A FRIENDLY ATTITUDE ("Miss X's class in just like one big happy family : I am not afraid of school any more");

(2) CONSIDERATION FOR THE INDIVIDUAL ("She doesn't make a monkey out of you before everybody");

(3) PATIENCE ("She never gives up until you are able to do it);

(4) WIDE INTERESTS ("She brings in outside ideas and helps us to apply what we learn in our everyday lives");

(5) GOOD MANNERS ("There was something about his voice and his smile that made me feel good clear down to my stomach");

(6) FAIRNESS ("She gives you exactly what you deserve");

(7) SENSE OF HUMOR ("She puts some fun into each day, so school does not seem so monotonous");

(8) GOOD DISPOSITION ("I'm sure she must have a temper, as most people do, but I have seen an example of it");

(9) INTEREST IN THE INDIVIDUAL ("She has helped me over a period of self-consciousness, and my improvement is due to her making me feel ease");

(10) FLEXIBILITY ("When she found she was wrong she said so, and tried something else");

(11) GENEROSITY ("Miss X acted as though she didn't know I was dumb and so I decided she'd never find out. That's the first good report card I ever got");

(12) SKILL ("Suddenly I could read out of my reader. She taught me and I didn't know it")[13]

Conclusion

In the above paragraphs I have answered the question which is the title of this article : "Who should be a teacher?" The basic qualities essential in a teacher, if we are thinking high, have been set forth. Indeed it will be good if we can recruit teachers with such basic qualities. Our schools, our children and our society will improve to the extent we are able to recruit such teachers and give them adequate professional training. Can we find such teachers? Yes, this can be our constant endeavour and objective. Plato sketched an ideal *Republic* which he knew would never see the light of day but that did not make his vision valueless. We should have such noble visions today. And it should be our endeavour to make these visions, real. It is our duty to do our utmost to

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attract individuals with these qualities into the teaching profession. Society, in turn, for that matter, should provide the means to teachers so that such teachers will be adequately rewarded, financially and otherwise.

By portraying the teachers' basic qualities, it is not the author's attempt to scare away everyone who does not possess these basic qualities. Such teachers entering training colleges or schools would do well to make bold attempts to acquire these characteristics which they lack in. If they have faith in the worth of teaching they can achieve these basic qualities. Faith, it is said, can move mountains. Amiel tells us ;

> " *Never to tire, never to grow cold; to be patient, sympathetic, tender; to look for the budding flower and the opening heart; to hope always, like God; to love always—this is duty.*"

Finally, I would only commend to the young teacher the advice of *K. M. Roach* given in his book "*I want to teach*" :—

> " *Our responsibility is nonetheless because we (teachers) work at the elementary factors of the educative process. When the building is complete people stop to admire the noble edifice. Only the builder realises the importance of the foundations. For the ordinary person they are out of sight—and ignored. The teacher must always suffer the neglect of the community for this very reason. He lays foundations, and soon these are covered and forgotten. But they matter.*

Keep your vision—Be humble. You have a great job of work in front of you. And in every sense it is worthwhile. Carry on, and good luck!"[14]

[14] Kenneth M. Roach, *I want to teach*, p. 73.

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THE NEW SYLLABUS IN ENGLISH

A PAPER BY

SRI R. KRISHNA RAO,

Municipal High School, Mayuram

Read at the Annual Conference of the Tanjore District Teachers' Guild, August 1956

The basic assumptions upon which the new syllabus in English is framed may be summed up as follows :—

1. The principle of a carefully chosen vocabulary of 2,000 words which are necessary for any one who wishes to speak and to understand English in any part of the world. 2. There are additional words which are necessary for the teaching of English such as 'blackboard'. 3. A few more words relating to Indian environment.

Of these three parts of the vocabulary the first part is of course the most important from all point of view. Such a list is found in the interim report on vocabulary selection published by a committee of experts in England in 1936. The report is accepted everywhere as an entirely reliable and scientific list of the most important and most useful words. The word list given in the syllabus is mainly based on the above report.

2. The principle that speaking a language is the best way of learning it. Such is the groundwork and all the rest is built upon it. Through speech the pupil learns to make the direct connection between the word and the object, action or idea it bears. He learns the habit of using words in correct sentence patterns and he can learn this in no other way. The common errors which are plentiful in pupils' work are due to the fact, that the teacher has relied too much on reading and the reading book, where the words are seen singly, and not enough on speech, where there are no single words but only phrase patterns or sentence patterns.

3. The principle that construction of English sentences depends much more on word order and upon the use of structural words than upon inflections.

4. That all these can be taught and learned best through drill in sentence patterns rather than by rules. The principle is based on the modern view of English Grammar.

The syllabus has four clear aims which are within the limits of possibility—speaking, understanding what is spoken, reading and writing ability—all within the framework of the limited vocabulary of 2,000 words.

A careful study of the syllabus will show that the framers have gone about their business in a scientific and thorough-going manner keeping steadily in view the basic principles outlined above.

The stress on sentence patterns or structures and word-order is the key to and keynote of the syllabus. It should be understood that in learning a foreign language, mastery of structure is more important than the acquisition of vocabulary. The limitation inherent in the study of English in our schools, due to lack of natural incentive, restricted number of periods for teaching and grammatical difficulties can be overcome only by intensive drilling in graded sentence patterns.

A dictionary is not a language and a foreign language is not just a heap of thousands of words. Languages certainly consist of words, but they employ their words in different ways. A practical example may be considered. Let us consider the following sentences :

A—Please give me an oil-lamp.

B—Please give me some lamp-oil.

The meaning is changed by changing the order of words. In English therefore, the order of words is important. The first principle used in English for filling words into a sentence is word-order.

In many languages, both the spelling and the pronuncation of the verbs are changed to show whether one person or more than one person is meant. In English, however, verbs do not change very much and sometimes do not change at all. "I go", "You go", "They go". Again, in question forms "Did he go ?", "Will he go ?", "Does he go ?" the verb "go" does not change, but different words, "did", "will", "does" are used to show the change in meaning. Let us see, how we say in our language phrases like "to the house", "at the house", "in the house", "from the house". Here again in English the chief word "house" is not changed, but a small word is used two spaces away from it : (words like at, to, in, from) at the house, at my house, at the other house. We see that English words do not usually change when they are put into sentences. Instead of changing the spelling and the pronunciation, English uses small helping words like do, will, at, to, from, etc. These words are called structural words, because they are necessary to the structure of the English sentence. The second principle in English is therefore the use of structural words.

However, there are a few changes in words which have to be learnt.

1. In verbs—I go, you go, but she goes, he goes, it goes. I answer now, I answered yesterday, but there is no change in "I went", "You went", "He went".

2. In nouns—One boy, two boys, a boy's book.

3. In adjectives—Quick, quicker, quickest.

The bones of English language are therefore of three kinds, (*a*) Word-order, (*b*) Structural words, (*c*) A few inflections.

All these mean that the correct use of language is largely a matter of habit. Children can learn to use correcty a language form before they can understand its construction or give a grammatical explanation. Language drill is therefore of greatest importance. From the start the sentence must be treated as the unit of the greatest importance. Accuracy of sentence structure, rather than the mastery of a fluent use of a wide vocabulary should be the aim of language teaching in the early stages. Graded structures are given in the syllabus which can be drilled by means of the Substitutional Table Technique.

The criticism is made that the syllabus substitutes for a living language, the parts obtained by analysis and dissection. A language is not a series of structures. The syllabus is mechanical lacking in naturalness. The expert with his special point of view, rather than the teacher seems to have a hand in shaping the syllabus. The scheme suffers from loyalty to a prefabricated plan and the fads of experts who are not conversant with class-room technique.

These criticisms overshoot the mark. Most of the defects in the scheme pointed out by Prof. Rollo in his trenchent criticism of the syllabus can be easily eliminated. They are only points of detail. He has some quarrel with the order of the graded structures. He wants to give priority to the use of "can" from the outset. He is for introducing question forms from the beginning.

The syllabus is not without minor defects. It wrestles with nice distinctions between "ought" and "must" which is a little overdone. I for one do not see the need for the use of words like "dare" in all its different meanings. But all these criticisms do not affect the basic soundness of the scheme.

Professor Rollo and critics of his way of thinking are all for naturalness. But they entirely forget that learning a foreign language is a task-work. The teacher of English cannot go about his work in a leisurely, happy-go-lucky way. He must have definite aims in order that they may be achieved. To achieve his objectives, he must use effective mechanical aids, short-cuts, language drill and grinding, which are all so abhorrent to a sensitive scholar like Prof. Rollo, who is all for spontaniety in language learning. Prof. Rollo must remember that English is no longer learnt for appreciation of the beauties of English literature or its characteristic ethos and nuances, but with a view to attain a working knowledge of an international language for limited purposes. So an English teacher cannot disdain to use humble tools like "sentence patterns", "phrase patterns", intensive drill in structure and substitution tables.

The text-books prepared according to his pre-fabricated syllabus are of course a littlle stilted and unnatural. But it is the inevitable penalty we must pay for learning a foreign language at an accelerated speed.

I have a suggestion to correct this tendency. By all means let us have the General Reader prepared according to the structure sequence, but the Extensive Reader need not conform to the pattern of the syllabus. The writers of Supplementary Readers may be given freedom to vary the structures and write in a natural way.

But there is no use shying at the word-list or the structure sequence. After all, the new syllabus is an attempt at systematisation in a field which had all along been uncharted. The danger of aimlessness is very real. Without a measure, however imperfect, of what precisely ought to be done by way of English teaching, the work of the English teacher will tend to be casual, desultory and aimless. Now, the syllabus calls a halt to this drift. The teacher has got something concrete to go upon. The work is cut out for him. This is a great advantage. No sensible teacher looks upon the structures as the be-all and end-all of language teaching. They are the dry bones which the teacher must clothe with the flesh and blood of his skill and experience. In the hands of a skilful teacher, they will provide excellent material for language drill. An inspired teacher will make his subject interesting without these mechanical aids or stilts. But to an average teacher and an average pupil, the structural approach is the only sure approach to the learning of English.

We often forget that in the changed set-up our boys cannot learn English with that fervour and rapture with which their forbears learnt it. We can only give it mechanical support.

A word about grammar. The use of grammar books is discouraged by the syllabus. However, the syllabus realises the need for the systematic study of grammar. But it naively assumes that the special designing of the lessons in the General Reader and the insertion of elaborate grammatical notes will serve the purpose. I cannot appreciate the syllabus maker's shying at grammar book. After all, a good grammar book is a codification of usage for the benefit of students who do not have unlimited opportunities of observing usage. A coherent knowledge of the usages cannot be imparted through a large number of separate and unrelated notes given out at the end of the lesson in the General Reader. The grammar book in which the prime rules of the language are set forth in due order and with illustrations is quite necessary. This interdict on grammar text must go.

Lastly, a word about poetry. The guide lays down the *obiter dictum* regarding poetry in the following terms. "Poetry should be taught for enjoyment of the thoughts and feelings, imageries and emotions of the poet." I for one, do not see any reason why we should teach poetry in high schools. Our aim is the unpretentious one of acquiring a working knowledge of English. It may be rightly called the bread and butter aim. Appreciation of poetry is a difficult thing for even advanced students of English. Why should we subject our boys, fed on the thin gruel of a two thousand word vocabulary to the rhapsodies of Tennyson or the mystic whispers of Browning ? I am not for inclusion of poetry, or at any rate the teaching of it in the syllabus.

Finally a word about memorisation. I am old-fashioned enough to believe that in learning a language, foreign or indigenous, memorisation should play a part. Our pupils should get by heart from the start, passages of simple and vivid beauty. They may not comprehend the meaning of those passages. Comprehension will come in course of time when they have wrestled with the mechanics of language learning. Let them be filled with the music of words, and have before them a few models of noble prose. This will be a powerful stimulus to language learning.

To conclude, the new syllabus offers a workable plan for the teacher of English. Let us apply the structures with some imagination. I believe that effective teaching of English is possible within the framework of the syllabus. Let us improve it by all means in the light of experience gained in working it. But let us not switch back to the old uncertainty and anarchy in the name of freedom and naturalness. Let us give the new scheme a fair trial.

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SELF REFORM IN SCHOOLS

By

T. R. SHARMA

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Our 'Vidya Mandirs' suffer from quite a considerable number of handicaps and shortcomings and unfortunately it has become a fashion practically with every man to attribute these draw-backs to the Government both past and present. Even the people directly connected with education are prone to throw the responsibility of the deterioration of the educational standards to others, the subordinates to their officers and the seniors in turn to their juniors. And like the age-old adage 'I stout, thou stout, who will throw the dust out' no one seriously contemplates and poses a question to himself as to what wrong is there simply due to him. You may not be doing any wrong directly but your not rightening the wrongs within your province and capacity is like doing a definite wrong. Two wrongs will not make one right. Blaming each other will not ameliorate things. If we fail to set things right, the things shall set us right. That day is not far when things will refuse to be mismanaged. Why await that unpleasant day, although its dawn is apparent? Why not help ourselves? Self help is the best help and God helps those who help themselves.

There are numerous things, both small and big which the schools easily attend to and improve. If each one of us associated with some branch or other of education begins doing his 'bit' conscientiously and honestly, there is no reason why the schools cannot improve. And the beauty of the thing is that many necessary changes can be made in spite of existing financial and administrative limitations under which schools have to work. One has only to think a bit and draw out a small scheme of self-reform in that branch of educational process which he has undertaken to accomplish and also extend co-operation to similar schemes of self-reform.

I venture to give below some of the examples of self-reform in schools of the Punjab, which might serve as a starting point and also a challenge for teachers and indicate to them that they can introduce many salutory changes in their own schools without waiting for a wholesale reconstruction of the entire system.

Let me take school sanitation first of all. None can deny its importance, but how many of our schools present a neat and clear spectacle to you. Will some body from above come and help us? Perhaps not.

In one of the schools in Chandigarh, an imaginative headmistress assigned this work of the school sanitation to a group of students representing each class. Waste and barren land covered here and there with heaps of rubbish and filth, was divided into sections and sub-sections. Children brought 'kassis' and 'khurpas' from their homes and dry and desolate land was converted into a beautiful blooming garden. Children collected a number of Dalda and Biscuit tins. Holes were pierced into their bottoms and their sides painted in multicolours. They served as wonderful flower pots arranged in artistic rows and arresting design. A school-wide campaign for collecting pictures, portraits, busts, charts and models was launched. Response was

highly encouraging and the choice of the students quite modern and suiting to their tastes and interests. The bare and desolate walls of the class rooms now are very accommodating and gracious and the students are always on the look out of making additions and subtractions here and there, so that monotony does not creep in.

Once a week at a convenient hour there is a calling of the bugle and the students rush out to clear their class-rooms, verandahs, playgrounds, etc. of small bits of papers, remains of nuts and 'ganderies', peelings and other such things. On alternate mornings immediately after the school assembly student health officers appointed for the day inspect different classes with regard to the cleanliness of nails, teeth, eyes, hair, etc., shoes, handkerchiefs, socks and 'banayans', etc. The uncleaned teeth are got brushed, the dirty grown-up nails are got removed, uncared hair is oiled and combed, soiled handkerchiefs and socks get washed and unpolished shoes get polished.

Although these things appear to be very ordinary, one has to admit that the habits acquired during these impressionable years will go a long way to make India neat and healthy. A neat and clean body reared up and educated in pleasant surroundings will necessarily make its interior neat and that is what we need the most today.

Barring a few honourable exceptions almost all of our schools are without libraries and reading rooms. Unimaginative teachers will advance all sorts of arguments—lack of funds, lack of accommodation and all that—to cover their inertness and laxity. As a matter of fact such teachers lack initiative and resourcefulness. I know of a school in a small town in Amritsar district (Punjab). All the teachers and the students of that school sat one evening and divided themselves into 4—5 groups and contacted the parents of the students. In a single day they were able to collect as many as 352 books for the school library. The local publishers and booksellers were approached with a similar request and it is gratifying to note that they donated scores of books to the school library. Parents further agreed to give old magazines and newspapers to the school. The school set up a reading room under a mango groove, with newspapers of course a day older and magazine and journals of the previous month. I believe such a library and such a reading room is much better than no such thing. Help may also be secured from foreign embassies, departments of information and industrial concerns for getting suitable books, pictures and charts. Yet another example is worth mention, where the local schools combined and set up a common library.

Lack of co-operation on the part of schools is one of the main drawbacks of our 'Vidya mandirs' for which neither the Government, nor the parents and nor the students can be held responsible. Only if the headmasters shake off their self-assumed 'divine rights', tear off lethargy and

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MASULIPATAM (S. India)

extend a hand of co-operation to sister institutions, things can improve and improve far more rapidly than we want them.

I know of an instance where six headmasters of local schools joined hands and purchased a set of play grounds which their students used according to a mutually agreed time schedule. It was a pleasure to see all their scouts and N.C.C. Cadets camping together on one common field. And quite similarly they had purchased a common 16 mm. Cinema projector, a common epidiascope, a common amplifier, a common set of audio-visual aids to teaching and a common school-bus. They had a common museum and common dispensary and they were building a common zoo. Some of the members of their staff e.g. agriculture teacher, the doctor, the cinema demonstrator were also common.

The practice of give-and-take brings the teachers and the students close to each other and besides eradicating some of the handicaps of the schools inculcate among the students the good qualities of co-operation and ' we ' feeling.

This sort of active co-operation among the teachers in the foreign countries is responsible for teacher welfare, in-service education for teachers, preparation of suitable literature for children of different ages and stages, for numerous researches in the field of education, revision of syllabi and a sound advice to the Government on educational problems. Teachers in our country have yet to learn this useful lesson of co-operation.

Most of the ills of our schools can be got rid of if students are given their due share in the school organisation and management. For the development of school unity, leadership, team spirit of service and for furnishing a working model of self-government inspiring the students with a sense of duty, patriotism and love for constitutional liberties and inculcating habits of self-reliance, social service and tolerance a student council is very necessary in a school. In one of the schools in Ludhiana District (Punjab) the problem of granting fee concessions was assigned to the students' council and only deserving students got concessions in fees. It is interesting to note that the whole operation was done so objectively and impartially that not a single complaint was received against the decision of the student council. It is wrong to say that students are capable of doing nothing. They want only a hint and a mature guidance ; their young limbs and fresh minds and accomplish what our strong bodies and stale ideas have failed to do.

The problem of indiscipline among the students is a very serious complaint of the teachers and parents. If seen closely it will be found that its origin lies not in the students but in defective school management and the teachers' high-handed autocracy. India has undergone a very significant political change which has awakened the students who have begun to realise their rights. Students want to know how the fees realised from them are spent ; they want to know why A is punished for B's fault and why Paul is rewarded for Peter's achievements. Their cry for justice and impartial treatment at the hands of their teachers is wrongly termed as an act of indiscipline. The teacher community has to change its way, it has to shake off apathy and march with the times ; it must respect the personality of the child and extend to him sympathy and justice. A student today is very critical of the teacher. The teacher must prove to his expectations.

If we begin attending to the needs of the children, the educational standards are bound to improve. No outside mythical help is to do any good to us till we begin helping ourselves. The only thing that is required is initiative and a beginning. We should never forget that there is nothing wrong with our youth. The fault lies with us—the teachers and the educators.

NEED FOR CREATIVE AND BALANCED THINKING

Since the accepted aim of education is to draw out the innate potentialities of a budding child and thereby make him pour out his formative urges, everyone can realise the importance of creative thinking in the educational process. Psychologists affirm that instinctive urges form the bed-rock of mental process. Since emotion is a resultant feeling accompanying instinctive pinches the instincts of the child must be channelised properly. That is why there are some precocious geniuses mentaly aberrated. The root cause of this lop-sided maturity is the logical sequence of improper moulds. Instincts, if allowed to hold sway will result in emotional effervescence, sometimes bursting out into undesirable shapes. So the fountain-head of human activity, namely the dormant urges, must be tapped with much resources. If instincts are not directed and sublimated, emotional maladjustment will result.

The teacher, who 'makes' the children in the true sense has to put the clay of the latent urges of the students to the potter's wheel of his resourcefulness and 'create' new things in the minds of the children. The students must be given sufficient opportunities to bring forth their hidden creative urges and this evolution of ideas and concepts must begin in the teens of the students. The nebulous minds of the students must get some concrete impressions about things which will 'grow' as concepts in their minds. If the students in the teens are made to think out, this thinking habit will develop thought-process in their minds. Mind, which is a receiver of outward impulses is ready to absorb things. Of course there are never-do-wells. But those, whose minds are highly receptive must be given tips of thought so as to make their mental machines go and produce new thought-forms out of the mental pabulum.

As a teacher, I find a never-to-exact-the-brain attitude on the part of the students. This kill-work nature of the students is due to lack of virile thinking among students. When the ultimate aim of the present-day education is to make the children of the day good citizens of tomorrow, we have to lay much accent on the creative side of the minds of the students. So to quicken the energy of the mind a lot of avenues for fertile thinking must be provided for even from the early stages. We talk of 'dynamic' teaching. This is nothing but making the students have a sustained interest in learning and making them have a living desire for creative, purposeful and right thinking. That is why methodologists lay stress that the teaching of science should tickle the spirit of enquiry of the students. Arts subjects are also integrated into the curriculum only with the object of sobering the unhealthy instincts and keeping the emotion of the students in equilibrium. Arts and science, so, make the students think, wonder and understand nature and man, both inter-playing.

The process of education is now in the melting-pot of reorientation. The lightning advance of technology has brought in its wake a number of problems into the field of education. The importance of technology in the fabric of national development has released new philosophies in the sector of education. The "pragmatism" of John Dewey lays stress on an education for life. Dewey throws his weight on the doctrine of "social efficiency". He says that if education is not related to the realities of life and if it does not enable to eke out his livelihood after the termination of his educational career and if he thereby proves a drag on society, it is of no use. The "fundamental education" as sponsored by the UNESCO also envisages the making of efficient, universally-minded citizen. This ideal will become a reality only if the creative faculties are given a free-play and trained properly.

Education should make the mind not only receptive but also reflective. Mind must elevate from the level of being to that of becoming. So it behoves all educationists and educators to be alive to the problem of making the children

pioneers of thought. The habit of free and detached thinking should be given practice even from the early stages, since education is a continuous process. How is this thinking habit to be instilled into the minds of the students? Real and fertile thinking arises only if the student has an irresistible interest in a thing. So the teacher has to make the students observe closely since observation and interest are supplementary and complementary to each other. By his presence of mind the teacher must stimulate the interest of the students and thus provide him with the "mental set" to reflect vigorously. Homely and easily understandable examples, scientific truths seen in common-place experiences, audio-visual aids, activities—both intra-curricular and extra-curricular which will stimulate the interest and thinking of the students must as far as possible be used to advantage. In language lessons the appreciative features of the poem must find a prominent place. Since poetry-teaching aims at the aesthetic development of the children poetry-teaching can well balance and sublimate the emotion of the student and set him thinking at the hidden beauty of the lines. Likewise science-teaching must result in the mental drive of the students to explore new vistas, think and find answer and to the ever-increasing problems—from common-place to curious—which Nature hurl at man. Science-teaching must appeal to the curiosity instincts of the students. In a like manner humanities can fully make the students alive to the evolution of man through various stages of historic events and the revolutionary forces that beset men in the course of history. So by teaching humanities in the proper perspective a teacher can make the student look aghast at the tremendous forces and accidents of history and make him think that humanity is still march towards universal brotherhood of man and fatherhood of God.

We find everywhere in our country occasional outbursts of violence in the student-world. We also find an all-round mental sterility and mis-directed minds. What is the reason for this bane that eats into the vitals of the present-day generation? This is due to lack of proper guidance in the thinking process. Outside the portals of the schools and colleges, the press, the public, wireless and cinemas storm and engulf the minds of the students. Everyone must take cognisance of the indubitable fact that if the young minds are not moulded into proper forms, right-type of thinking with a creative bias cannot be obtained in later years. This is a period of flux in the reorganization of education. Boys and girls are therefore to be so trained to find a pleasurable and fruitful experience through proper thinking process as to become discriminatory thinkers ready to sift the seamy side of ideas. If the mind is not attuned to this sort of correct and productive thinking in schools and colleges, there are other extraneous and powerful forces ready to shatter the minds of the young with the result a generation infected with profane thinking will come to stay. So throughout the learning process a student's innate driving-power of the mind must be geared to cool-headed, balanced, correct, creative thinking. The mind must be so trained as to create new things and think out the usefulness and good of the created thing. The problem of mental rejuvenation, and of the correction of the present-day mental imbalance throws a challenge to all the intelligensia. Every one—the government and the public—must realize this and help the educators in converting the minds of the generation into potential laboratories where constructive concepts and ideas, that will lead the human race to the cherished ideal of co-operative brotherhood will emerge. This is a dynamic period of man's history. Science and humanities are to be married and so the government and the public must cut new grounds, i.e., open new vocational and art-schools to give full scope for the resurgent talents of the various types of children and enthuse teachers by giving them their due social status and encouraging them both materially and morally.

NEWS AND NOTES

UNESCO PREPARES FUTURE PROGRAMME

Aid to twenty Latin American states in their goal of achieving universal primary education and work on the problems of arid zones which cover between one quarter and one third of the world's land surface are recommended as two major projects for Unesco to undertake in the two years, 1957-58.

The proposal is made by Dr. Luther H. Evans, Director-General of Unesco, in the draft programme and budget for 1957-58 which will be considered by Unesco's Executive Board which meets in Paris in July and by its General Conference which will assemble in New Delhi next November.

"Major projects" are a new feature of Unesco's activities and are included in the draft programme in line with Unesco's policy of concentrating on priority objectives and with Member States' request that "a small number of major projects of international interest on which work might begin in 1957-58" be submitted to the coming General Conference.

The two projects recommended, Dr. Evans points out, concern important, urgent and practical problems of concern to many Member States. In addition, they are fields of activity in which Unesco has acquired considerable experience and to which it can apply a combination of methods of action which have been tried out successfully.

The two major projects concerned are taken from a list of four possible subjects which includes—besides extension of primary education in Latin America and scientific research on arid lands—mutual appreciation of eastern and western cultural values; and reading materials for new literates. The final decision as to what major projects are to be undertaken will rest with the General Conference of all 75 of Unesco's Member States.

Another feature of the draft programme for 1957-58 is the 50 per cent increase in direct aid to Member States for projects in fields not covered by the United Nations programme of technical assistance. No reduction, however, is planned in Unesco's general, continuing activities.

The whole draft programme, the Director-General emphasizes, is intended to achieve a number of practical objectives within the framework of a modest increase in expenditure. The proposed budget for the two-year period is $ 21,600,000, which is roughly $ 1,000,000 more than the budget for 1955-56.

Outlining the major project in primary education in Latin America, the draft programme states that, on the whole, Latin American states can be said to have reached the halfway mark towards their goal of universal primary education. Main problems still to be overcome include providing more trained teachers, more schools and school equipment, especially in rural areas, and adaptation of schools to community needs. Unesco's part in the project, slated to run 10 years, would be to assist in the planning, to help improve both the supply and quality of primary school teachers through establishment of training colleges, in-service training and fellowships, and funds for research and publications. Selected universities in Latin America would be helped to organize a seminar of educational leaders in 1958.

The proposal to make arid zone research a major project recognizes the importance of this subject in Unesco's research activities aimed at improving human living conditions. More than

30 Member States and 20 non-self-governing territories contain substantial arid areas and, since aridity problems do not differ much from one area to another, research is of direct benefit to all.

The project would concentrate on countries stretching from the edge of Europe, through the Middle East, to South Asia, and would be expected to show results in six years.

Special attention would be given to the question of an economical method of purifying saline water both from the sea and from underground sources since this would be the biggest single achievement for improving living conditions in arid lands. Research would also cover such topics as modification of soil structure under various forms of farming, the water requirements of plants, relationship between transpiration and photosynthesis, methods of prospecting and evaluation of water reserves, study of the hydrological balance of water-bearing plants and methods of their recharge.

As part of the social side of the problem, Unesco would organize a pilot project to study the social adjustment to a settled existence of nomadic and semi-nomadic groups at a suitable site in the Middle East so that these groups could be helped in adjusting themselves to a life of land cultivation. Unesco would also provide the central service through which could be channelled the exchange of information between all the various bodies working in the field. For this purpose, Unesco would use research institutions in Egypt, India, Israel and Pakistan.

In the field of natural sciences, Unesco's programme for 1957-58 would include : drafting standard regulations for transport and distribution for radio-isotopes ; convening in 1957 an international conference on " The Engineer in the Atomic Age " and in 1958 a symposium on the disposal of radio-active waste. The development of marine resources ; studies on the humid tropics ; and preparation with WHO and FAO for holding in 1958-59 a " geo-pathological year " on cancer are also included in this section of Unesco's draft work-programme.

Among the proposed projects in the field of social sciences is a world-wide campaign to introduce teaching about race in primary and secondary schools since recent research has demonstrated that race prejudice starts in early childhood and takes root in the formative years. Publications on race problems will include a year book to which specialists in various regions will contribute reports on trends and findings in the field of race relations.

Follow-up work will be done on social studies already initiated by Unesco on the cultural integration of immigrants, the social implications of industrialization in southern Asia, urbanization problems, and the social aspects of technological change..

Many of the proposed cultural activities for 1957-58 are planned to promote mutual appreciation of eastern and western cultural values through international discussions, reproduction of works of art, international exchange of museum exhibitions, production of additional albums in the Unesco World Art Series, dissemination of works by contemporary artists and musicians and translations of representative works.

In education, the programme foresees continuation of Unesco's general activities of aid to international organizations and institutions and special activities devoted to fundamental education, adult education and youth work. Unesco's two Fundamental Education Centres at Patzcuaro, Mexico, serving Latin America, and at Sirs-el-Layyan, Egypt, serving the Arab States would be continued and developed. Production of reading matter for new literates is proposed as an important part of Unesco's educational programme ; and assistance to governments in educational development would continue to dominate Unesco's technical assistance projects.

The educational programme for Arab refugees in which Unesco is co-operating with the United Nations Works and Relief Agency (UNRWA) and which at present is providing primary schooling for about 150,000 children, secondary education for 12,000, university education for 350 and fundamental education for 44,000 persons will, under the draft programme, be continued on the basis of emergency assistance. In the coming two years the accent will be on raising the standards of teaching. Establishment of two teacher training colleges in Jordan will be part of this drive.

OUR LETTER BOX

STUDY OF HINDI IN SCHOOLS

The Andhra State has taken wise steps to make Hindi an integral part of school curriculum and to insist on getting required marks in Hindi also along with other subjects for class promotion. As a result, the Hindi Teachers do not find it difficult to maintain discipline in the class.

But in Madras State, the conditions are different. Hindi finds a lukewarm place in the school syllabus, its study is not compulsory and marks in Hindi are not insisted upon for class promotion. Hence, students are generally indifferent towards the study of Hindi and Hindi Teachers find it herculean task of maintaining discipline in the Hindi Class.

Will the Madras Government follow suit of Andhra and Travancore Governments in making study of Hindi Compulsory in the larger interest of the country and youth who are expected to play a great part in the future set up of the administration of the country ?

S. R. SASTRI, M.A., B.O.L.

M.A. EXAMINATION IN HINDI

Of all the South Indian Universities the Madras University was the first with the exception of Usmania University in conducting the M.A. Degree Examination in Hindi. Scores of candidates, with the help of the Dakshina Bharat Hindi Prachar Sabha's well-qualified Pracharaks and other Hindi Scholars, studied the Language and appeared for the M.A. Degree Examination in Hindi with success. This emergence of such Hindi M.A.s also solved the problem of getting qualified Hindi Lecturers to work in our colleges, when M.A. qualification is absolutely indispensable.

But now the Madras University announces that from 1957 no examination will be conducted in M.A. Hindi, as no college in the University Area offers instruction in the language. The Examination will be confined only to such languages as are taught in Colleges.

When a necessity is keenly felt for the intensive study of Hindi in non-Hindi-speaking areas this step of the Madras University is not a welcome one. If this decision is based on any financial considerations, the University may insist on a minimum number of candidates, say ten, to conduct the examination.

Will the University reconsider its decision and revive the M.A. Examination in Hindi ?

T'Nagar,
Madras. S. R. SASTRI, M.A., B.O.L.
5-9-'56.

OUR BOOK SHELF

The Bird with the Golden Voice: by Stella Mead. (Oxford University Press. Price 7 As.)

This neat little book is intended for supplementary reading by pupils of Form III. The stories are suitably, illustrated and have Indian setting. They are sure to be of interest to the children.

Our Parliament: by M. Anantasayanam Ayyengar. (Macmillan & Co., Ltd. Price Re. 1-2-0).

This little book dedicated to the young men and women of India gives, in the form of interesting dialogues, and in very easy and simple English the facts about the Indian Parliament, its evolution and related topics. Every student who wishes to know how our country is governed is sure to be fully rewarded by a perusal of this book.

Every educational institution should have a copy of this book in its library.

The Social Sciences in Secondary Schools: (UNESCO.—No. 4, of 1955—Reports and Papers in the Social Sciences. Price 2 sh.)

This is the report of an enquiry presented to UNESCO by the International Federation of Secondary Teachers. The enquiry was conducted into the Teaching of Social Sciences, both theoretical and practical, in the schools of France, Mexico, Sweden, United Kingdom and Yugoslavia. Through the Social Sciences is sought to be imparted a knowledge of the relationships between man and man and between man and the natural forces and the social institutions which affect his life or by which he seeks to condition it.

Grammar School English Course—Books I and II: by Pendlebury. (Thomas Nelson and Sons, Edinburgh. Price 6 sh. 6 d. each).

Each book contains eighteen passages for comprehension, twelve of prose and six of verse.

Book I is mainly concerned with the structure of the simple sentence, with special mention of the distinction between predicates of being and doing. It includes also an elementary account of the parts of speech and of the functions of phrases.

Book II revises and amplifies the work of Book I dealing in detail with the non-finite verbs, cases and passive constructions. Double, multiple and complex sentences are introduced.

Each book contains more than 220 pages, well bound in cloth and printed on good glazed paper.

Basic Education Abstracts, Vol. I, No. 1 of 1956: (Government of India, Ministry of Education.)

Prepared on the model of the Fundamental Education Abstracts of the UNESCO, this first number of the current volume sets out the aim of its publication—namely, to make available to all those interested in Basic Education classified bibliographies and abstracts of published material and even unpublished manuscripts when available. It is a record of the literature in the field.

The list in the present number covers literature on researches in Basic Education. This attempt is bound to be of very valuable service to the workers and others interested in Basic Education which is to be the future pattern of Education. It is hoped that the mimeographed copies will soon be replaced by printed ones.

A GUIDE TO THE METHOD OF TEACHING ENGLISH: By K. Satyanarayanamurthy. (Published by author at Vetapalam, Guntur. Price Rs. 1-8-0.

The author has taken great pains to prepare this guide book for the benefit of T.S.L.C. Candidates. Those under training will really find this very useful to them while preparing for their examination. Question papers from 1942 to 1946 are appended.

THE XXVI SOUTH INDIAN EDUCATION WEEK

(29th October to 4th November 1956)

Introduction

The South India Teachers' Union, in co-operation with a number of organisations interested in the advancement of education, has been organising the Education Week every year from 1931. A Central Education Week Committee has been constituted with representatives of the participating associations to sponsor this movement. Sri K. Balasubramania Iyer, B.A., B.L., M.L.C., Vice-President of the Madras Library Association, has kindly agreed to be the Chairman of this year's Committee. The central theme chosen for discussion this year is "Education in National Planning"

Aim and purpose of Education Week

The aim of the Education Week is to give wide publicity to the work of schools so that there may be a proper appreciation of the recent changes in the outlook and content of education and a fair understanding of the achievements of schools by the parents and the public. The public are ultimately the patrons of the schools and it is on their support that the welfare and progress of schools will depend.

Education is a process touching the pupil and the teacher, the school and the curriculum, the manager and the administrator, the parents and the public. These could broadly be brought under the two groups, the personal and the impersonal. While the impersonal element is important and must bring about conditions necessary for the proper imparting of education, such as ideal school building, equipment, etc., the personal element is even more important and must ensure good scales of pay and security of service of teachers and such other conditions that will place the teacher in a high level in society. Education is essentially a process of healthy personal contact between the teacher and the taught resulting in the all round development of the personality of children. It is the duty of the teacher to draw out the talents of the children entrusted to his care. It is the duty of the parents to take a living interest in the work of the schools though it may not be possible for them to take an active part in the actual teaching of their children. It is only by the healthy interaction of all the forces bearing on the educational process of children that they can be helped to grow to their full stature. One of the chief aims of the Education Week is to promote proper understanding of the scope and purpose of education by all concerned so that there may be more fruitful work by teachers and more enriched school life. It is the earnest appeal of the Central Education Week Committee that teachers, parents and educational authorities, such as the State, Local Bodies, Aided Managements and others should utilise the opportunity afforded by the Education Week to the fullest advantage.

Education in National Planning

Ten years have elapsed since the dawn of Indian Independence. The country has fought against heavy odds and is now well set on the road to progress and plenty, thanks to the dynamic leadership of our beloved Prime Minister and his Cabinet and thanks to National Planning. The First Five-Year Plan with its emphasis on agriculture and irrigation has been a fair success. The Second Five-Year Plan as it stands drafted today has its emphasis on heavy and medium industries and relief to the unemployed. The plan aims at giving concrete shape

to the goal of a socialistic pattern of society.

It will be admitted that poverty, hunger and ignorance are the three great evils that the country has still to fight against. Work is wealth and the 360 millions of people have to engage themselves in constructive, fruitful, co-operative activity, so that national income may go up. Everyone in the country has to discharge his duties and obligations with a full sense of responsibility before demanding his rights. This is the fundamental concept of citizenship that the people have to imbibe today. These are possible only if the people are educated in the true sense of the term. It is on sound education that the health, wealth and happiness of a country depends.

But it is a pity that the highest priority has not been given to Education in National Planning even in free India. The work of the teacher may not be spectacular or measurable immediately in terms of tangible wealth, but in the ultimate analysis it will be seen that his work has lasting value. It is by the quality and quantity of education in a country and the status that the teacher occupies in society that the true greatness of a nation must be judged. The organisers of the 26th South Indian Education Week would like to draw the attention of the authorities and the public to the great need for spending more on education than has been contemplated in the plan.

The role of Education in planning for national prosperity has yet to receive the attention it deserves. The size of the Second Five-Year Plan for the State of Madras was originally in the neighbourhood of 400 crores of rupees out of which Rs. 89 crores was the figure for social services including health, education, improvement of backward classes, etc. But as a result of the discussions with the Planning Commission, the over-all figure had to be cut down to about 225 crores of rupees. It was hoped that education would be given top priority in the Second Five-Year Plan, but in spite of all the persuasions of the Central Ministry of Education it would appear that the provision for education was only about 12½ per cent of the total outlay and the share of our State has been considerably reduced. The share of Central aid to our State, so far as education is concerned, is about 13.5 crores of rupees. It is a pity that education has to suffer in a country whose policies are based on high human ideals of enduring value. It is an axiom that uneducated and illiterate masses with the right to vote and choose their representative in the legislature and enlightened and efficient democratic form of government are a contradiction in terms.

The following are excerpts from authentic records :—

Article 45 of the Constitution has laid down a definite time limit in making education available on a free and compulsory basis to all children of the land. This time limit expires on 26th January 1960. If a serious effort is to be made to bring about a planned implementation of the constitutional Directive, it will be necessary to foresee and accept the financial commitment involved. There must also be a planned extension of the scheme of compulsion. The spread of basic education is part of the programme of improvement of the quality and content of elementary education. The pay scales of teachers and their conditions of service should be improved as an essential feature of any reform of the educational system.

Education and the State

Out of the population of school age group I to VIII in our State today, it may be assumed that roughly one half are in school. The other half has yet to be enrolled. Are we in a position to adopt 'compulsion'? Have we the school buildings, equipment and the requisite number of teachers for the existing type of education, let alone the basic type ? What is the position with

regard to the school age group IX to XI ? Here the problem of the supply of trained teachers of higher qualifications, both academic and technical, is more acute. What is the position with regard to the millions of illiterate adults ?

"Education is not the State's gift, but the State's need". Great changes have come about in the outlook and expectations of the people since the dawn of freedom in the land. We have now a republic vested with real power. But how dangerous is this power if it is not properly used, and how futile it is if its significance is lost. The questions bring to the forefront the urgency of education not only of the children of the land but also of adults, and also the importance of paying attention to the removal of the evils, such as the poverty of the people, the meagreness of the financial resources of the State and the futility of paper schemes without adequate financial and human resources to back them.

Education and the Teacher

Society and State expect a lot from teachers who must not only be the servants of the community, but at the same time its leaders. The school is what the teachers make it to be. The teacher has therefore to be an ideal. How is this possible if the teacher is not assured of social security and decent status ? It is only if these are assured that the teacher may dedicate himself to service and contribute his share to the building up a better and more prosperous nation.

Education, the public and the parents

The public have a real voice in the shaping of the future of the country. They have every right to tell the government that they will not be satisfied with anything less than first rate education by first rate teachers and by first rate methods in first rate schools.

Parental co-operation forms the backbone of the growing organism of the education of the child. It is only by the parents and the public co-operating with the schools, visiting them, understanding the work of the children and offering sympathetic and constructive suggestions that the government may be made to feel the importance of education which should be the first and foremost in the nation-building activities of any free country. Our children are the asset of the country. They are the builders of the new order in which the Sarvodaya ideal dreamt of by the Father of the Nation will reign supreme.

Let the 26th South Indian Education Week serve to focus the attention of all on the work of schools and teachers. Let all agencies interested in children come together during this week to work through the medium of education for the progressive realisation of the goal of the Welfare State which is the aim of the National Planning.

Programme

The following outline of a programme is suggested :—

29-10-1956—Education in National Planning.
30-10-1956—Education and Extra-curricular activities.
31-10-1956—Education and Society.
1-11-1956—Education and the Home.
2-11-1956—Social Education.
3-11-1956—Education and Development of Personality.
4-11-1956—Education and the Teacher.

How to organise Education Week ?

1. Organise in your centre a Local Education Week Committee consisting of parents, managers and members of the school boards, members of local bodies, and prominent citizens of the locality, such as, businessmen, lawyers, doctors, officers, engineers, and social workers, etc.

2. Organise an exhibition of the school work.

3. Keep the school open for visits by parents and the public.

4. Arrange for public meetings and lectures each day of the week and give an opportunity to laymen to express their views on the various aspects of education.

5. Organise a campaign for the removal of illiteracy from your area. Observe 2nd November 1956 as "Banish Illiteracy Day" and start adult education centres.

6. Organise a Home or School Council or Parents' Association to establish a closer contact between the Home and the School.

7. Organise a Students' Council to enforce school laws of discipline.

8. Organise Junior Red Cross groups where there is none.

9. Organise a Safety First Squad in your school for the promotion of health, caution and courtesy.

10. Arrange for demonstration of physical activities, folk dances, songs and group games. Invite all parents to the function. Make the demonstration as grand as possible. If possible, take photograph of the demonstration and send it to the press.

11. Organise community service with National Extension Scheme organisations wherever it is possible, or organise one independently.

Things to do

Arrange for lectures on :

1. Scope and size of National Planning with special reference to Education.
2. Education and the responsibility of the State.
3. Basic Education.
4. Training of teachers for the new order.
5. Library, Museum, Pupils' Association, Arts and Crafts, the Radio, the Films and Filmstrips, Science Clubs, Social Studies Clubs, Radio Clubs, Hobby Clubs, etc., as aids in Education.
6. School as community centre.
7. Social problems in our country.
8. Fundamental rights and education.
9. Fostering a spirit of brotherhood.
10. Tolerance and respect for others.
11. Education and World Citizenship.
12. Education and Happy Homes.
13. Co-operation between Home, School and the Public to prevent juvenile delinquency.
14. Problem children.
15. Conditions that destroy balanced home life of children and how to overcome them.
16. Parent-Teacher co-operation.
17. Society's obligation to the Teacher.
18. Social Education.
19. Education and Religion.
20. Character Training.
21. Training for the wise use of leisure.
22. Personality traits and how to assess them.
23. Craft-centred Education.
24. Multipurpose schools.
25. Schools and vocational guidance.
26. Lives of great men.
27. Teaching—a National Service.
28. Teachers' Organisations.
29. The ideal school and the ideal teacher.
30. Education and the responsibility of the teaching profession.

Arrange during the Education Week for :

1. Exhibition of posters and pictures on achievements of the First Five-Year Plan and the draft proposals of the Second Five-Year Plan.
2. Exhibition of posters, etc., on the size of the National Plan

and how it is broken up into different nation-building activities.

3. Exhibition of school work, of pupils.
4. Exhibition of music, art and craft, and hobby work of pupils.
5. Organisation of a community library in each area.
6. Demonstration of scout activities.
7. Demonstration by Junior Red Cross Group of, how to promote health and cleanliness and spirit of service.
8. Organisation of social education centres.
9. Organisation of study groups.
10. Organisation of hobby clubs, science clubs, radio clubs, etc.
11. Organisation of parents' associations and parent-teacher associations.
12. Demonstration of folk songs, dances, etc., by pupils.
13. Recitation from religious books.
14. Formation of Teachers' Associations and their affiliation to the District Teachers' Guilds.
15. Organisation of public relations groups.

LET TEACHERS DEDICATE THEMSELVES TO THE SERVICE OF THE CHILDREN AND THE NATION

Facts and figures based on the White Paper on Education issued by the Government of Madras

The most important problem in relation to elementary education is the policy to be followed and the programme to be carried out in making education available on a free and compulsory basis to all children. Article 45 of the Constitution has laid down a definite target with a time limit. This limit expires on the 26th January, 1960. . . . . . Any attempt to draw up a plan of implementation of the Constitutional directive contained in Article 45 brings to the forefront a number of difficulties all of which are relatable to the poverty of the people and the meagreness of the resources of the State . . . . .

If a serious effort is to be made to bring about a planned implementation of the Constitutional directive, it will be necessary to foresee and accept the financial commitment involved . . . . If a recurring annual public expenditure at the rate of four rupees per capita is accepted as a commitment, a workable plan can be drawn up.

If there is to be a planned programme of the implementation of the Constitutional directive, obviously, there must be a planned extension of compulsion . . . . . .

There is no doubt that small classes facilitate good teaching and large classes do not . . . . . .

The spread of basic education is part of the programme of improvement of the quality and content of elementary education.

. . . . . The pay scales of teachers and their conditions of service should be improved as an essential feature of any reform of the educational system. . . . . . .

[The following figures will be found to be of use and interest :—]

The population of the Madras State in 1957 may be estimated at 357 lakhs according to the census figures of 1951, plus 30 lakhs estimated increase in population at the rate of 5 lakhs per year for six years between 1951 and 1957, that is, 387 lakhs.

The complete school age group for standards I to XI may be taken as comprising one-fourth of this population

and so, the figure for 1957 would be about 96 lakhs. . . . . This may be divided into: School age group I to VIII—72 lakhs (Primary school age group 48 lakhs and Higher elementary school age group 24 lakhs) and school age group IX to XI—24 lakhs.

It may be assumed that about 36 lakhs are in school in the first age group. This would mean that roughly another 35 or 36 lakhs would have to be enrolled during the next three or four years, if the target is to be fully reached. Mere enrolment is not enough. There must be compulsion. Figures for the next age group reveal that the problem is more acute.

The progress of school education in recent years shows that education has been spreading among the people with great rapidity. . . . . .

During fifteen years before independence, the number of pupils in elementary schools had increased by 9.4 lakhs and within five years after independence there was increase of 7.5 lakhs. During fifteen years before independence the number of high schools had increased by 358, while the increase that took place during five years after independence was 844. The increase in the number of pupils in high schools during these five years was 3,3 lakhs. This increase alone was more than the total number of high school pupils during 1943-1944.

High schools grew so rapidly that by 1953-54 when Andhra was separated there was much more high school education in the residuary State alone than there was in the whole of the composite State when independence came.

Number of high schools in composite Madras State (1947-48)	802
Number of high schools in residuary Madras State (1953-54)	1011

The preliminary draft proposals for the Second Five-Year Plan for education originally drawn up involved a total net expenditure of Rs. 40 crores (including a little over a crore for certain technical education schemes administered by the Industries, Labour and Co-operation departments). Emphasis was laid heavily on expansion of elementary education, for which about Rs. 28 crores was allotted. It was estimated that at the beginning of the Second Plan period there would be 33 lakhs of children in primary and higher elementary school standards. The plan-targets visualised increase of enrolment by 50 per cent in primary school standards and the doubling of enrolment in higher elementary school standards. This aggregate enrolment was to be increased in five years by 20 lakhs of children. . . . . .

In the matter of secondary education, the target was to increase the enrolment in Forms IV to VI (age group 14—17) by 25 per cent, i.e., from 146,000 to about 183,000. A sum of Rs. 4.6 crores was allotted for the expansion of secondary education. The balance of about Rs. 6 crores was available for the development of higher education and various other schemes. . . . . .

At the instance of the Planning Commission, the initial programme was revised and the cost reduced to Rs. 30 crores . . . . During discussion with the Planning Commission this Government were pressed to make very substantial cuts and agreed to cut the programme down to Rs. 20 crores. Even before revision of schemes on this basis could be taken up, the Planning Commission instructed that the cost should be limited to Rs. 15 crores. . . .

This Government made efforts to convince the Planning Commission and the Government of India that it was very difficult to reconcile this limit of cost with any serious efforts to give effect to the Constitutional directive regarding free and compulsory education up to 14 years of age, the implementation of the recommendations of the Secondary Education Commission and the provision of essential require-

ments of technical and higher education. But the settlement of the size of the All-India plan and the allocation of funds within the Plan have to be effected on broad considerations affecting all aspects of development and the resources available in the country as a whole. In the last resort the decision of the Government of India had to be accepted. The final position is that the educational development schemes have to be revised and limited to Rs. 15 crores as the total cost for the five years. . . . . .

A Note on Special Education

The census in 1951 showed that only 16.6 per cent of the population was literate and if children below 10 years are excluded, the proportion only rises to 20 per cent. Apart from the low percentage of literacy, there is serious disparity in literacy in men (24.9 %) and women (7.9%) and between the urban population (34.6%) and the rural population 12.1%). Considerable importance therefore, attaches to the programme of social education which is now being implemented mainly through the community development and national extension programme and through the work of non-official agencies. As essential reforms proposed in the system of education are carried out, it should become possible to develop facilities for continuation classes and social education classes in increasing proportion in elementary and secondary schools. The second plan envisages increase in training facilities for social education organisers, setting up of Janata colleges, opening of village and district libraries, provision of audio-visual aids and production of literature for children and adults. It is proposed shortly to establish a Fundamental Education Centre for training social education organisers and continuing study and research in problems relating to social and basic education.

Government assistance for the promotion of adult education is now restricted to schools opened in the Community Project and the National Extension Service areas. During the Plan period it is proposed to spend five lakhs of rupees at the rate of one lakh per year for the opening of adult schools in the National Extension Service areas and for training teachers in adult literacy methods. Schools will be opened in the Community Project areas also for which funds will be found from the Community Project budget. . . . .

Central Education Week Committee

Sponsoring Associations.

1. The South India Teachers' Union.
2. The Madras Teachers' Guild.
3. The Madras Library Association.
4. The Muslim Educational Association or South India.
5. The Christian Educational Association of South India.
6. The Catholic Educational Association of South India.
7. The Bharat Scouts and Guides Association.
8. The Madras Adults Association.
9. The Indian Geographical Society.
10. The Indian Council of Child Education.
11. The Madras Aided Secondary Schools Managements' Association.
12. The Asoka Society.

Members of the Committee.

1. Sri K. Balasubramania Iyer (*Chairman*).
2. „ T. P. Srinivasavaradan.
3. „ V. Arunajatai (*Convener*).
4. Srimathi Saraswathi Srinivasan.
5. Sri L. Mariapragasam.
6. „ C. Ranganatha Aiyengar.
7. „ V. B. Murthi.
8. „ S. D. Krishnamurthi Rao.
9. Rev. D. Thambusami.
10. Sri T. S. Rajagopala Iyengar.
11. „ V. S. Saravanan.
12. „ K. M. Sivaraman.
13. Mr. M. Muhammad Ismail Sahib.
14. Mr. D. T. Chiranjeevi.
15. Rev. Fr. A. Mariotta.
16. Sri V. S. Rathnasabhapathy.
17. „ T. N. Lakshmipathy.
18. „ M. P. Rajagopal.
19. Dr. V. N. Sharma.
20. Sri N. K. Tirumalachariar.
21. „ K. Neelakantan.

RULES SUPPLEMENT TO PART I-B.

OF

THE FORT ST. GEORGE GAZETTE, 10-10-1956.

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION

(Education.)

The Madras Teachers' Contributory Provident Fund-Insurance-Pension Rules, 1955.

(G.O. *No.* 1611, *Education, 30th August* 1956.)

1. (i) These rules may be called the Madras Teachers' Contributory Provident Fund-Insurance-Pension Rules, 1955.

(ii) They shall be deemed to have come into force on the 1st April 1955.

2. These rules shall apply to the following classes of teachers employed in elementary schools and in secondary schools by the aided managements, municipal councils, district boards and panchayats.

In Elementary Schools.

(*a*) Lower Elementary Grade.
(*b*) Higher Elementary Grade.
(*c*) Secondary Grade (including Senior Basic Trained).
(*d*) Collegiate Grade.
(*e*) Pre-vocational Instructors.
(*f*) Pandits (appointed in the place of Secondary Grade Teachers in complete Higher Elementary Schools).
(*g*) Music Teachers.

In Secondary Schools.

(*a*) Secondary Grade.
(*b*) Pandits (appointed before 1926 and who do not hold Oriental titles).
(*c*) Second Grade Pandits.
(*d*) Oriental Title-holders (Pandits).
(*e*) Hindi Pandits (Second Grade).
(*f*) Physical Training Instructors (Second Grade).
(*g*) Drawing Masters.
(*h*) Manual Training Instructors and Assistant Manual Training Instructors.
(*i*) Craft Instructors.
(*j*) Music Teachers—Grades I and II.
(*k*) Sewing and Needle-work Mistresses.

I. CONTRIBUTORY PROVIDENT FUND.

3. The Provident Fund instituted by the Government for the benefit of teachers in non-pensionable service and the Provident Funds instituted by District Boards and Municipal Councils will continue to be maintained according to the rules in force, immediately before the date of the issue of these rules.

II. INSURANCE.

4. Every teacher shall, within one complete year from the date on which he completes five years of service, insure his life, for a policy maturing at the age of 55 years, with the Postal Life Insurance or any other Insurance Com-

pany for the minimum amount specified below and keep the policy alive and unencumbered :—

Category.	Those who have not completed the age of 30 years.	Those who have completed the age of 30 years but not 35 years.	Those who have completed the age of 35 years but not 40 years.
(1)	(2)	(3)	(4)
	Rs.	Rs.	Rs.
1 Lower and Higher Elementary Grade Teachers, Pre-vocational Instructors and Music Teachers in Aided and Local Body Elementary Schools, Secondary Grade Teachers and Pandits in Aided Elementary Schools, Assistant Manual Training Instructors in Aided and Local Body Secondary Schools.	500	400	300
2. Secondary Grade Teachers and Pandits including Hindi Pandits and Oriental Title-holders, Physical Training Instructors, Drawing Masters, Manual Training Instructors, Music Teachers and Sewing and Needle-work Mistresses, etc., in Aided and Local Body Secondary Schools.	1,000	800	600

Provided that if a teacher has already completed five years of service on the 1st April 1955, he shall insure his life within a period of two years from that date :

Provided further that if a teacher has already taken out an insurance policy for the minimum amount specified above and if it is unencumbered, he need not take out a fresh policy under this rule.

5. When a teacher belonging to the first category mentioned in rule 4, is appointed to a post included in the second category, he shall within six months of such appointment, effect additional insurance, so as to bring his total insurance to cover the minimum appropriate to his new category. No such additional insurance need, however, be effected in cases, where in the opinion of the District Educational Officer (or the Inspectress) the teacher's chances of holding the post in the higher category are not such as to enable him to finance the policy for the higher amount.

NOTE.—Rules 4 and 5 shall not apply to a teacher who is wholly rejected for insurance as a "*bad life*" or who has completed the age of 40 years.

6. The failure of a teacher to comply with the provisions of rules 4 and 5 will render him liable to disciplinary action.

7. A subscriber may, at his option, withdraw annually, from the portion of the accumulations in his Provident Fund representing his own subscription including interest thereon, the amount required for payment of life insurance premia. The Government will not make any payments on behalf of subscribers to Insurance Companies direct nor take steps to keep a policy alive. The Insurance policies shall be produced once a year for inspection by the Inspecting officers of the Education Department.

8. A policy taken under these rules may be assigned to any member of the subscriber's family but not to anyone else as a gift or for value received.

NOTE.—For the purpose of this rule the term 'family' shall have the same meaning as in rule 4 (1) (iii) of the Madras Contributory Provident Fund-Pension-Insurance Rules, 1950.

III. PENSION.

9. The age of compulsory retirement shall be 60 years in the case of aided school teachers and 55 years in the case of teachers employed under local bodies.

10. (*a*) In computing the length of service for calculation of pension and gratuity, temporary, officiating and permanent service shall be reckoned as qualifying service.

(*b*) If there are breaks in service on account of retrenchment for want of vacancy or for similar reasons beyond the control of the person concerned, they shall not have the effect of forfeiting past service ; but if the breaks are occasioned by reason of resignation, the past service shall not be taken into account without the specific orders of the Government.

(*c*) Leave without pay, suspension allowed to stand as a specific penalty, over-stayal of joining time or leave not subsequently regularized, shall not be reckoned as qualifying service.

11. Leave with allowances (except casual leave and vacation which are treated as duty) shall be allowed to count as qualifying service to the extent provided under Article 408 of the Civil Service Regulations.

12. (*a*) A teacher shall be eligible for payment of pension or gratuity, as the case may be—

(i) on retirement after attaining the age of superannuation under rule 9, or on voluntary retirement after completing a qualifying service of 30 years,

(ii) on discharge due to the abolition of the post, or

(iii) on discharge due to invalidation on medical grounds.

NOTE.—The rules regarding medical certificates in the Civil Service Regulations shall be followed in the case of invalidation on medical grounds.

(*b*) A teacher shall be eligible for pension if he has rendered a total qualifying service of ten years or more. The pension for each such completed year of service shall be calculated at 1/120th of the average emoluments drawn during the last three years of his service, subject to a maximum of 30/120th of his average emoluments. If the qualifying service falls short of ten years but *not* five years, a gratuity equal to one half of a month's emoluments for each completed year of service, shall be paid. No gratuity shall be admissible to a teacher who has put in a qualifying service of less than five years.

NOTE.—The terms 'emoluments' and 'average emoluments' shall refer to the actual pay drawn, including special pay and temporary or officiating pay, but excluding all allowances, which are in the nature of compensatory allowances.

13. The service put in by a teacher before he has completed 20 years of age, shall not qualify for pension or gratuity.

14. War service or military service rendered by a teacher shall also count as service qualifying for pension, to the extent provided under Articles 356 and 357-A, Civil Service Regulations, and the liability on that account shall also be borne by the Government.

15. The authority competent to sanction the pension or gratuity of a teacher may, at his discretion, condone a deficiency up to a maximum period of twelve months in the qualifying service if the qualifying service exceeds nine years but falls short of ten years in the case of grant of pension and exceeds four years but falls short of five years in the case of grant of gratuity.

16. The pension shall be subject to such reduction as may be found necessary for unsatisfactory work and conduct during the period of service of a teacher.

17. The pension found admissible may be sanctioned by the District Educational Officer or the Inspectress of the area in which the schools are situated after necessary checks. On receipt of sanction, together with the connected documents in his office, the Accountant-General shall, after due verification and check, issue the Pension Payment Order to the person concerned. In case of delay, the payment of an anticipatory pension may be authorized by the Accountant-General. Cases requiring the grant of any concessions not contemplated in these rules shall be submitted to Government for their orders.

18. There shall be no commutation of pension sanctioned under these rules.

19. The scheme of compassionate gratuity shall not be applicable to teachers.

20. Any temporary increase in pension shall not be admissible to teachers.

R. A. GOPALASWAMI,
Secretary to Government.

EDITORIAL

Examinations

We have before us a copy of the recommendations of a Seminar on Examinations organised by the All India Council for Secondary Education at Bhopal in February 1956. We are glad that the Council took up this question of reform in Examination and got together Secretaries of Boards of Secondary Education of the different States, representatives of the Universities conducting the Matriculation Examination and Experts on the Technique of Examination, at this Seminar to consider with specific reference, the recommendations made by the Secondary Education Commission on the lines on which examination should be reformed. The All India Council for Secondary Education gave to the Seminar as terms of reference, 8 items which are given below:

1. The nature of the question papers in respect of written examinations
2. The nature of the practical examination to be conducted in respect of practical subjects included in the schemes of studies for Higher Secondary Schools.
3. The place of day to day work and the final assessment of the pupils' achievements.
4. The necessity of an agency for constantly evaluating the examination criteria of the different States
5. The problem of guidance of pupil for secondary schools and for the diversified courses
6. The preparation of achievement tests
7. The setting up of Research Unit by each board of examinations
8. The physical conditions under which the examinations are held.

The recommendations of this Seminar are of far-reaching importance and we should say they are based on a sense of realism and practicability. Amongst their recommendations should be mentioned the increasing use of the objective type tests giving due place to the essay type tests, the maintenance of cumulative records in schools and due recognition to school record in the final assessment of the pupils' abilities at the External Examination The Seminar has also recommended the establishment of an agency for constantly evaluating the examination criteria of the different States and advising the State Boards of Education on measures likely to maintain and improve standards. It is noteworthy that the Seminar is in favour of a school record very much on the lines of the record suggested by a sub-committee of the Board of Secondary Education of our States and it is very necessary that such a cumulative record should be maintained in schools before we can decide upon giving adequate consideration to the pupils' performance at school in determining his final assessment at the external examination. The Seminar has made valuable recommendations in regard to training the teachers in the maintenance of this record and has also suggested that at least 20 per cent of the marks must be reserved for school work in the written examination and in respect of practical examinations 50 per cent of the marks should be allotted for the school work.

We do hope that the Extension Services in some select Training Colleges and also the State Governments would be organising courses on school records and thus give adequate training to the teachers in the maintenance of proper school records. The other important recommendation that there should be a Research Unit attached to every State Board of Education is highly commended to